

WIA IN-SCHOOL YOUTH RFP

QUESTIONS AND ANSWERS

FEBRUARY 5, 2009

AS NOTED IN THE WIA IN-SCHOOL RFP RELEASED JANUARY 28, 2009, BY THE IDAHO DEPARTMENT OF LABOR ON BEHALF OF THE GOVERNOR'S WORKFORCE DEVELOPMENT COUNCIL, QUESTIONS RECEIVED BY THE FEBRUARY 4, 2009 DEADLINE ARE PRESENTED AND ANSWERED IN THIS DOCUMENT.

1. Under Priority Groups pg. 4 - Please define "priority" for services to be given to individuals from juvenile justice, those aging out of foster care, pregnant and parenting youth and individuals with disabilities.
Does "priority" mean 51% of youth enrolled must fall under one of the four targeted priority groups?
Or
Does "priority" mean - if you have 2 eligible and appropriate youth, the enrollment priority would be given to the applicant with one of the barriers listed in the 4 target priority groups?

ANSWER: The Committee has not provided a specific definition or process to meet the required priority of services to the four target groups. This RFP provides broad parameters regarding who will be served, and how services will be provided - the bidder may propose serving all eligible youth, or may target a specific group of participants - the bidder may propose delivery of all or only select portions of the program framework and/or program activities. Therefore, each bidder is expected to identify and narrate a process for priority of service to the target groups that melds with the overall focus and activities of the proposal.

Based on the focus of the proposal, the bidder may offer a numeric level of service to one or all of the priority groups, or the bidder may narrate specific actions during recruitment, intake, etc., to ensure priority of service. One approach will not be preferred over another; rather, the Committee will include the bidder's description of priority in rating the overall project design.

2. Priority Groups pg. 4 - Please define "individuals with disabilities" listed under priority group. Is the definition the same as the definition in the WIA TAG?

ANSWER: The definition for "individuals with disabilities" is reflected in Idaho's WIA TAG and in Idaho's WIA MIS as follows:

The registrant has a physical (motion, vision, hearing) or mental (learning or developmental) impairment which substantially limits one or more of such person's major life activities and has a record of such an impairment, or is regarded as having such an impairment; or the registrant's physical or mental impairment constitutes or results in a substantial impediment to employment.

3. Page 5. Are performance measures "Placement in unsubsidized employment/military" or "Placement in Post-Secondary Education" considered to be of equal value by the Committee? If not, which is considered a more valued outcome?

ANSWER: The two performance measures are considered to be of equal value by the Committee.

4. If multiple bids are received for projects in a specific regional area, does the committee reserve the option to divide the monetary award among multiple proposers or will only one award be given per area for a project?

ANSWER: If multiple bids are received for projects in a specific regional area, the Committee will score and rank proposals, and reserves the option to divide the monetary award among multiple proposers.

5. If a bidder is unable to provide performance data specific to its region, can statewide performance data be substituted in the proposal?

ANSWER: WIA performance data and demographics are available for Idaho's current or prior WIA service providers by site or region via the WIA management reports, and should be reflected in the proposal.

Statewide performance data for comparable programs, or for WIA programs delivered in another state, is acceptable if the bidder is unable to provide performance data specific to its region.

6. Can statewide performance data be used to supplement regional performance data in a bidder's proposal?

ANSWER: A bidder may submit any organizational performance data related to the activities presented in this RFP.

7. We would like to have a clarification of the 100% Carl Perkins and/or other professional/technical education match funds. Our research into Carl Perkins funds in most secondary school systems in Region IV has revealed that those funds are used to upgrade equipment, professional development for teachers, travel for youth to conferences and fees for CIS and Advanced Learning Partnerships. Conversation with Josie Chancey, State Board of Education-Professional Technical, confirmed that Carl Perkins funds generally are used for these types of activities and that those funds are very limited.

Susan Westendorf of the Advanced Learning Partnership told me that only Twin Falls School District uses Carl Perkins funds in the form of wages for a full time work based coordinator and a ½ time Health Occupations Coordinator. The full time position is working with I.T., Business Occupations and Manufacturing. Susan also stated that the Carl Perkins funding for the next school year have

not been issued.

We understand the definition of Match Funds as being funds which would provide services that are an allowable cost under WIA regulations. These funds would be supplied by local school districts Carl Perkins and/or other technical education funds as in kind and/or cash.

Providing that we understand the definition of Match funds correctly, please share how the committee envisioned allowable match with funds used by school districts to upgrade equipment, professional development for teachers, travel for youth to conferences and fees for CIS and Advanced Learning Partnerships. Would partnerships with the salaried coordinators work as match?

ANSWER: Match funds do not need to meet the definition of “allowable costs under WIA regulations”; Carl Perkins and technical education funds have their own governing regulations. Use of Carl Perkins funds for professional development for teachers and travel to conferences does not appear to have a direct role in a WIA project as sought through this RFP. **Any staff costs, equipment costs, or software costs** that are supported by Carl Perkins or other technical education funds can be identified as match **if the staff, equipment, software is integrated into the activities of the proposal.**

The **entire** cost of staff/equipment/software costs can be identified as match **only if the entire** staff time/equipment/software is dedicated to the proposal’s project. If staff/equipment/software is not fully dedicated to the project, the bidder must identify an appropriate portion of its value as match.

Examples: If ½ staff time is dedicated to the WIA project, then ½ the staff cost may be identified as match. If equipment will be used by students outside the WIA project, the bidder could estimate the total number of users vs. the estimated number of WIA users to establish a percentage of WIA usage, and then apply that percentage to the full cost of the equipment for the funding cycle (program year) to establish the match portion.

8. 4.2.7.2 WIA participant costs -- We believe tutoring, because it is not commonly available, would fall under a WIA participant cost when provided by our WIA Facilitator.

ANSWER: Each proposal must identify which of the elements are commonly available to low income youth at no cost in the proposal’s community. The bidder must make these elements available to youth participants through coordination with other funding streams or other organizations. Each proposal must also identify the specific program elements the bidder will provide or coordinate in the community that will require expenditure of WIA funds. The Committee recognizes that availability of elements at no cost to WIA will vary among communities.

Staff costs and participant costs are two distinct categories. Staff charges will not fall under the category of participant charges regardless of activity or service.

9. We also believe, any time our WIA Facilitator spends providing necessary academic/pre-vocational instruction outside of normal case management; this cost would be included under WIA participant costs. Example:

The Health Occupations Program curriculum is written at a 9+ grade reading level. We currently have a WIA participant who has expressed a strong interest in enrolling in this program next school year and becoming a C.N.A. The student's reading level is between the 5th-6th grade. In order to be successful, the participant will need assistance reading the course content and having the tests read to her. These services will be provided by the WIA Facilitator. We believe these costs to be WIA participant costs.

Do you agree?

ANSWER: No. Staff costs will not fall under the category of participant costs regardless of the activity.

10. 2.1 The Committee is seeking WIA Projects for in school youth which develop occupational skills that are in demand by high growth industries.

A WIA Program aligns with the Business Occupation Program at a high school that teaches word processing, spreadsheet, database, PowerPoint, and Publisher. In the past, occupations requiring these skills were listed as high demand occupations; however, occupations such as administrative assistant, secretaries, etc., no longer appear on lists of high demand/high growth industries because computer application skills are required for most occupations.

Question: Does the Workforce Development Council consider Business Occupations as a program that develops occupational skills in demand by high growth industries?

ANSWER: The proposal must identify and target specific high growth occupations and industries within the proposal's community, and should narrate the processes and data source(s) used to identify these high growth areas. High growth industries have not been identified by the Council for this RFP.

11. 2.1 The letter from the school must delineate the type of match, in-kind or cash, and must provide line item details of the match, (i.e., direct staff, classroom space, etc.).

Question: If the instructor's salary is \$20,000.00 paid by the school district and the nurse that provides clinical experience is paid \$20,000.00 by the Region 2 Professional-Technical Academy does this mean we can use \$40,000.00 match under in-kind direct staff?

ANSWER: Only Carl Perkins or other technical education funds may be considered to identify the match contribution. Of those funds, only the portion dedicated to WIA participants should be identified as match.

Example: If the instructor/staff is fully-funded with Carl Perkins or other technical education funds, and the instructor/staff will work only with the project's WIA participants, the full salary may be

included as match. If the instructor/staff will work with a broader population of students, the bid must narrate the anticipated number of students the instructor/staff will serve vs. the anticipated number of WIA participants the instructor/staff will serve. If WIA participants = ¼ of the instructor/staff population served, then only ¼ of the instructor/staff salary may be included as match.

12. 2.62. The number of participants who are in employment or the military or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after exit quarter divided by the number of participants who exit during the quarter.

and

2.6.2 The number of participants who obtain a diploma, GED, or certificate by the end of the 3rd quarter after the exit quarter divided by the number of participants who exit during the quarter.

Question: The above statements can be interpreted two different ways. Can you clarify what is meant by “exit during the quarter?”

ANSWER: These statements are taken from federal performance standards, which can be researched in Idaho’s WIA TAG. Proposals funded through this RFP process will be held to the state’s interim performance measures.

As stated in the RFP: Since consideration of a contract extension for another program year will be based on the current program year’s performance, Idaho has established interim performance measures to plan and track actual counts on a cumulative, quarterly basis for the time period of the contract (the program year). These interim measures are reflected in this RFP and will be incorporated in contract awards. See Section 4.2.5 of this RFP.

13. 2.6.1 Of those enrolled in education (at registration or at any point during the program) -

Question: In order to be considered in school, shouldn’t the above read: (at registration) -?

ANSWER: For purposes of eligibility under this RFP, the Workforce Development Council defined “in school”, as delineated in the RFP. The quote from 2.6.2 reflects federal performance standard language and has no bearing on program eligibility.

14. 2.6.1 The number of participants who attain a diploma, GED, or certificate....

Question: Does Food Handler’s Certificate and/or C.P.R./First Aid count as a certificate?

ANSWER: Yes. This performance measure collects the number of individuals who attain a high school diploma, GED or certificate upon completion of occupational training. A qualifying certificate must recognize an individual’s attainment of measurable, technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers.

15. When asked for the bidding organization's contact person, should that be the person that will be managing the project (for example; the case manager or project manager) or should it be the head of the organization (for example; the district superintendent)?

ANSWER: Please provide the contact person that will be managing the project.

16. When asked for the contact information for an entity that can verify the bidding organization's prior experience and performance, could that mean our organization's experience at running our WIA program? If so, would the contact person be our Grants Manager in the Boise office of IDOL?

ANSWER: Bidders should provide contact information to verify their organization's prior WIA experience and performance. Bidders should also provide contact information to verify experience and performance with any other comparable program. The grant manager for previous WIA experience, or for comparable program experience, would be an appropriate contact for verification of performance.

17. When showing the 100% match with Carl Perkins and/or technical education funds, would the following count as technical education funds: (a.) portions of the vocational teachers salaries/benefits which are from the district's general fund (b.) vocational program funds that buy supplies and equipment that come from the state to support professional technical programs in the district. (c.) other technical education funds in the county that provide technical training to youth. (For example, when school district funding was cut years ago, the Health Professions program was cut from the school district, we now work with the local hospital's education department to provide this training. Can any of the hospital's programs costs be considered a local technical education match?)

ANSWER: (a.) Possibly. Since these teachers are not supported with Carl Perkins funds, the bidder should clarify with the local school district to determine if these teachers are supported with "technical education funds". (b.) Yes. These funds would be categorized as "technical education funds". (c.) No. The match must be met with the school district partner. *However, any additional partnering above the minimum requirement could strengthen the proposal.*

18. When figuring the 50/50 split between participant and organization expenditures, can staff time that is spent training the participants be considered participant cost?

ANSWER: Staff charges will not be considered participant expenditures regardless of activity.

19. If we find we are not able to expend all of our youth allocation within our targeted programs, could we add another youth project in the region that abides by all the guidelines after the contracts have

been awarded? Could there be a modification to the contract? Would we need a letter of commitment from the new project school district even if in-kind match had been met with the initial projects in the region?

ANSWER: Successful bidders will be expected to meet contracted expenditure and performance goals to avoid corrective action measures and to be considered for extension beyond the current year. Inclusion of additional school districts is not anticipated during the initial year of the contract awards. The State reserves the right to modify a contract to attain expenditure and performance goals within the parameters of this RFP.